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ABSTRACT

This manual provides accurate, up-to-date information about contemporary life in Japan and provides opportunities for students to develop cross-cultural awareness. The content of the lessons includes concepts traditionally taught in elementary school social studies programs. Lessons provide multiple opportunities for students to develop a variety of research and critical thinking skills. The manual is divided into seven topics with two to three lesson plans under each topic. Topics include: (1) "Introducing Japan"; (2) "Japan at Home"; (3) "Japan at Play"; (4) "Japan at School"; (5) "Japan at Meal Time"; (6) "Japan at Work"; and (7) "Japan on the Go." (EH)

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INSTRUCTIONAL MATERIALS ABOUT JAPAN

CHILDREN IN JAPAN AT HOME AND AT SCHOOL

For Students In Kindergarten - Second Grade

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IMAJ

INSTRUCTIONAL MATERIALS ABOUT JAPAN

CHILDREN IN JAPAN AT HOME AND AT SCHOOL

For Students In Kindergarten - Second Grade

PROJECT DIRECTOR
Glen Blankenship

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Acknowledgments

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The photographs in this set of instructional materials were taken by Dr. Lynn M. Burlbaw (Texas A&M University), Dr. Sherry L. Field, and Dr. Glen Blankenship. Dr. Burlbaw visited Japan in 1995 and Dr. Field in 1992 as Keizai Koho Center Fellows. Dr. Blankenship visited Japan in 1984 as a "Keizai Koho Center Fellow" and in 1996 as a "JETRO International Educators to Japan" participant.

Introduction

The purpose of this curriculum guide is to serve as a resource for teachers in elementary school, grades K-2. The goal of the guide is to provide accurate, up-to-date information about contemporary life in Japan and to provide opportunities for students in Georgia to understand Japanese society. The content of the lessons includes concepts traditionally taught in elementary school social studies programs across Georgia and the United States. Additionally, lessons provide multiple opportunities for children to observe, acquire, and practice various skills and strategies that include: map skills, higher order thinking skills, compare/contrasting, and chart/bar graph creation. In writing the lessons, the authors kept in mind the Universals of Culture (Craven, Cleveland & Danfelser, 1978) that all peoples have in common. Universals of Culture include concepts such as, shelter, food, clothing, transportation, language, schooling, social order, and family life. This approach to curriculum allows students to participate in activities that are meaningful, relevant, and insightful.

This guide consists of seven topical units of study. Because the guide is organized by general topics and individual lessons, teachers may either follow lesson plans as they are suggested, or use the materials as a springboard for writing their own lessons. Lessons may be taught in varying sequences and may suit a variety of classroom teaching situations (i.e., whole group, small group, centers, or individual student settings). Each lesson begins with the overarching topic theme, the title of the lesson, the instructional objective, listing of materials, and a narrative for guiding the learning experience. Embedded within lessons are supplemental teaching aids and activities that include: transparencies, photographs, handouts, worksheets, and ideas for extension activities such as art projects and games.

Although no particular assessment instruments are included, teachers will be able to learn a great deal about the impact of the lessons on students' conceptual understanding about Japan through careful observation, collecting anecdotal records, or analyzing student work. Teachers may also wish to keep a portfolio of student work, or invite students to collect their experiences into a "Scrapbook of Japan."

One of the exciting aspects of this curriculum guide is the presence of photographs recently taken in Japan. Children will enjoy discussing details in the photographs that may not be mentioned in the lessons. It is suggested that students be involved in activities related to comparing similar aspects of their lives by drawing pictures or collecting photographs of life in the United States.

These materials may be reproduced by teachers and school systems for classroom use.

Foreword

THE JAPAN AMERICA SOCIETY OF GEORGIA

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As we enter the 21st century, globalization becomes more prominent in every Georgian's life. One of the most important areas of this growing awareness involves the bilateral relationship between the United States and Japan.

The continuing emergence of Asian countries necessitates an even greater understanding of Japan's role as a leader in the Pacific Rim, in addition to its role in global politics. Add to this the need for cultural, educational and business awareness of Japan and you can understand the role The Japan-America Society of Georgia plays in providing curriculum resource materials to Georgia educators.

The Japan-America Society of Georgia strives to effectively respond to the forces shaping our global environment by improving on Japanese-related educational curricula. These lessons have been developed in conjunction with the Georgia Department of Education and correlate with objectives of the Quality Core Curriculum.

With over 350 Japanese establishments located throughout the state, virtually every community is touched by this global impact. Therefore, it is imperative Georgia students of all ages be given the opportunity to expand their knowledge of other countries so they are better able to deal with an increasingly complex and competitive world.

Daniel P. Amos
Chairman

TOPIC 1
JAPAN IN THE WORLD

Lesson 1
Where is Japan?

OBJECTIVE
The student will locate Japan and the United States in the world.

MATERIALS AND RESOURCES
- ❑ Teacher Resource 1.1 "KWL Chart of Japan"
- ❑ Teacher Resource 1.2 "World Map"
- ❑ Teacher Resource 1.3 "U.S./Japan Size Comparison"

VOCABULARY
Japan, island, continent, ocean, prefecture

STRATEGIES
Begin the unit by using the KWL approach to introduce the topic of Japan. This will help in tailoring the lessons in the unit to your needs and will help determine what children's individual backgrounds and interests are about Japan. You may use the KWL chart provided on Teacher Resource 1.1, "KWL Chart of Japan," or you may want to make a larger, butcher paper-sized chart to post in the classroom. Revisiting the chart at intervals throughout the unit will help focus children's thinking on the content of the lessons.

Ask, "What do we KNOW about Japan?" and record student answers in the K column.

Ask, "What do we WANT to learn about Japan?" and record student answers in the W column.

The last column on the chart, L, "What have we LEARNED about Japan?" will be revisited after each lesson so that additions can be made.

Acquisition of map and globe skills at a young age are important in order to provide a basis for learning about the similarities and differences of people all over the world. The following segment of this lesson introduces students to the location of Japan in the world and compares its location to the location of the United States.

Show children on a globe the locations of the United States and of Japan. Explain that Japan is a nation comprised of four main islands and almost 3,000 much smaller islands. Explain that the United States has 50 states and that Japan has 47 prefectures. A prefecture is a district similar to a state. Some of the prefectures are very small because of the many small islands that make up Japan. Define island for the students as "an area of land surrounded by water on all sides."

Ask students questions such as the following:

- On which continent is the United States located?
- Is the United States an island? Why?
- What bodies of water lie to the east and west of the 48 contiguous states?
- Have you ever visited an island? Can you name it? What was it like?
- On which continent is Japan located?
- What bodies of water surround Japan?
- What is the largest island in Japan?
- What is the northernmost island called?

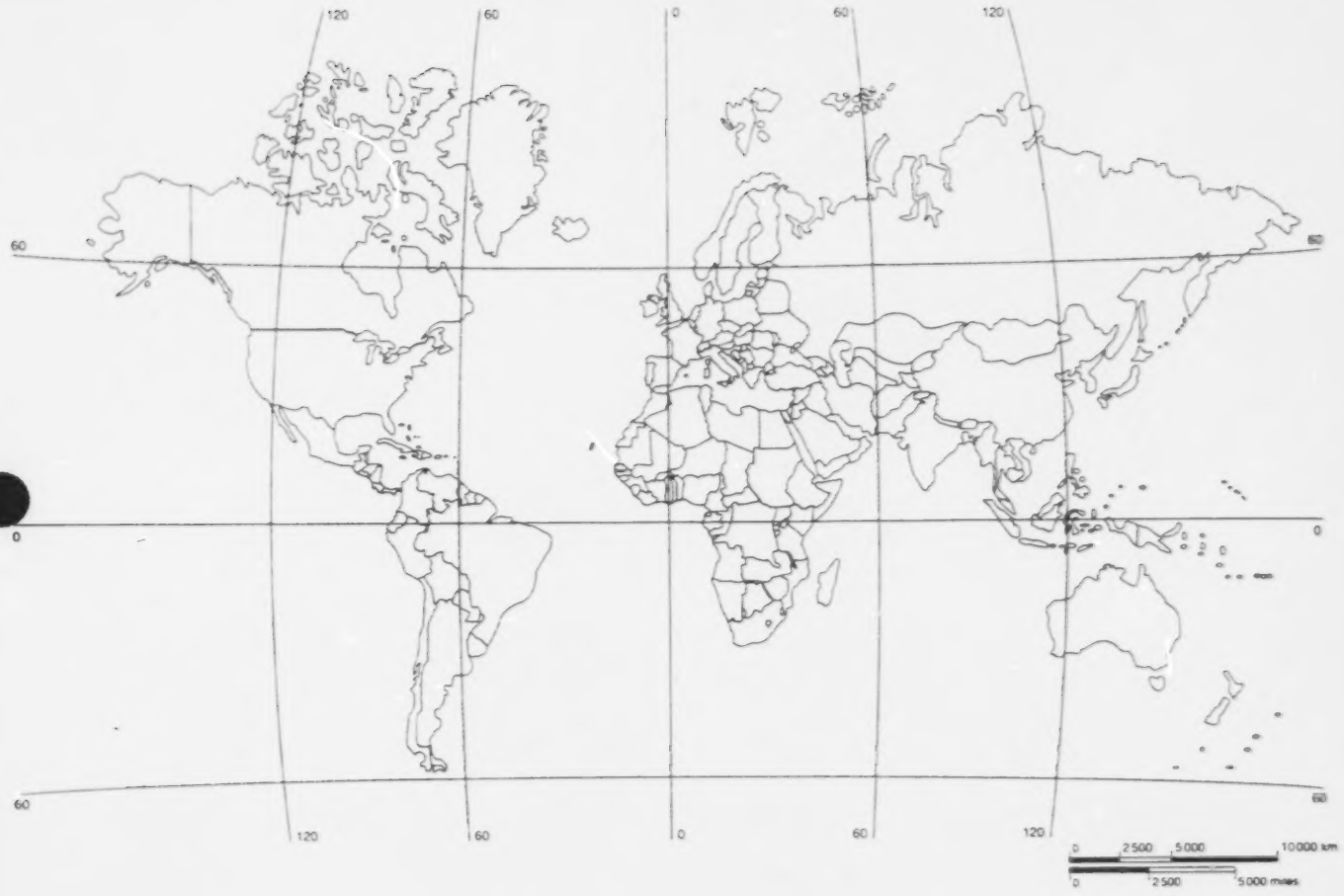
Distribute individual copies of Teacher Resource 1.2, "World Map," and have students locate the United States. The teacher may wish to enlarge the map for use with young children. Have a student color the United States on the transparency as individuals do the same on their maps. Be sure to color Hawaii and Alaska. Next, identify Japan on this map and have students color Japan. Locate the Pacific and Atlantic Oceans for students on the map and on the globe. Remind students that oceans are colored blue on the globe to represent water.

Next, distribute individual copies of Teacher Resource 1.3, "U.S./Japan Size Comparison." Explain that Japan is a small, heavily populated nation. Japan's population is half that of the United States, in a nation approximately the size of California. The teacher may choose to cut the transparency apart and superimpose the map of Japan onto the map of the United States to provide a visual comparison of the size of individual states to the nation of Japan.

KWL CHART OF JAPAN

What we **KNOW** about Japan.	What we **WANT** to learn about Japan.	What we **LEARNED** about Japan.

WORLD MAP


120
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0 2500 5000 10000 km
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UNITED STATES/JAPAN SIZE COMPARISON

TOPIC 1

JAPAN IN THE WORLD

Lesson 2

What is the geography of Japan?

OBJECTIVE

The student will identify Japan as a series of islands.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 1.2 "World Map"
- ❑ Handout 1.1 "Outline Map of Japan"
- ❑ Teacher Resource 1.4 "No Cook Salt Dough for Map Making"
- ❑ Teacher Resource 1.5 "Photograph of Japan's Coastline"

VOCABULARY

island, volcano

STRATEGIES

Japan's four main islands and almost 3,000 other islands were formed when volcanoes erupted from the Pacific Ocean floor. Like other parts of the world, including the West coast of the United States, Japan has many volcanoes. Most are dormant, but 10 % of the world's active volcanoes are located in Japan.

Remind children of Japan's location on a world globe. Next, show Teacher Resource 1.2, "World Map" [from Activity 1]. Point out the location of Japan and remind students of the term, island. Show children the islands of Hawaii on the globe and tell them that it is the only state in America that is an island state.

You may also wish to show children some of the islands, such as Tybee, Sapelo, or Jekyll, off the coast of Georgia on a state map. Stress that these islands are part of the state of Georgia and are not states themselves.

Divide the class into small groups, or pairs. Give each group an enlarged copy of Handout 1.1, "Outline Map of Japan" mounted on cardboard and placed inside a small shallow pan. Distribute portions of clay or salt dough (see Teacher Resource 1.4) to each group. Instruct each group to use their dough to make a 3-dimensional map of Japan. Students will form their dough into the shape of Japan, until each island formation is fairly thick. The central part of each island should be mountainous and rise well above the rest of the island formation. Allow the salt dough Japan maps to air dry (for a day or two), or speed up the process by baking at a very low temperature until dry.

Children may paint their maps with acrylic paints. Ask students to guess how the island would look when surrounded by water. Write down the responses of the students. A salt dough map made by the teacher should be used to demonstrate how the island looks when surrounded by water, or the "sea." A premeasured amount of water should be poured into the pan up to the shorelines of the islands. Hypotheses of the students should be checked, and each student should write a sentence or two about the attributes of an island.

Show students a copy of Teacher Resource 1.5, "Photograph of Japan's Coastline." It illustrates the concept of the shoreline connecting with the ocean, or sea. Ask students to picture a similar shoreline around each island in Japan.

Next, ask students to draw an island surrounded by the sea. They should color the island green or brown, to indicate land, and the sea should be colored blue, to indicate water. Students may add the sentences they wrote about the attributes of an island to their illustration.

Ask students what living on an island might entail. (Typical answers might be: isolation, adventurous, tropical, lonely, etc.). Point out to students that island nations have had to overcome their isolation and that during the unit on Japan, they will learn how Japan has succeeded in doing this.

OUTLINE MAP OF JAPAN

NO-COOK SALT DOUGH FOR MAP MAKING

- ❑ 1 cup salt
- ❑ 1 cup all-purpose flour
- ❑ 1 teaspoon powdered alum
- ❑ water to desired consistency
- ❑ food coloring, if desired
- ❑ Mix salt, flour, and alum in a medium-sized bowl. Add water until dry ingredients reach a clay-like consistency. Knead dought and add food coloring for colored salt dough. May be kept indefinitely in a plastic bag or container.

PHOTOGRAPH OF JAPAN'S COASTLINE

Japan's islands are completely surrounded by the sea. This photograph shows what the coastline looks like when viewed on land from across a cove.

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TOPIC 1

JAPAN IN THE WORLD

Lesson 3

What is the climate of Japan?

OBJECTIVE

The student will identify various seasons in Japanese settings.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 1.6 "Seasons in Japan"

VOCABULARY

tsuyu

STRATEGIES

The four seasons in Japan offer different weather and agricultural changes. Many people choose to travel in spring and fall because the climate is typically mild at those times.

In spring, Japan is warm, and rainfall is usually very light. Plum trees begin blooming in early March, and in late March and early April Japan's famous cherry trees are in full bloom. The Japanese follow the cherry blossom season very closely, and newspapers and television newscasters report daily on the progression of the cherry blossoms from the southern part of Japan to the north.

Summer brings the rainy season, called Tsuyu in June with usually heavy rains in July. July and August are typically humid and very hot. Many Japanese families vacation in August during the school break.

Fall in Japan features mild temperatures and beautiful autumn foliage of reds and yellows. Sometimes a typhoon may blow over Japan in the fall, but most of the time the storms pass quickly.

Winter in Japan is gray and frosty. The Pacific Ocean side of Japan is fairly dry during winter, and the Sea of Japan side is very cold. Most areas do not get much snow, except extreme mountain elevations and the northernmost island of Hokkaido, which has snow all during the winter months.

Share photographs of the various seasons in Japan with children (Teacher Resource 1.6, "Seasons in Japan," and compare with seasonal weather and activities in Georgia.

Photograph 1 - Spring in Japan
The trees become green and leafy, and some flowering trees, such as plum and cherry, begin to flower.

Photograph 2 - Summer in Japan
Summer is typified by rainfall in June and July. Notice the wet surface on the pavement; and the people in the background all carry umbrellas.

Photograph 3 - Autumn in Japan
Some trees begin to change colors to red and gold, and the harvest is ready. This small garden boasts cabbages, onion, and, in the background, rice.

Photograph 4 - Winter in Japan
Many Japanese enjoy winter sports, such as snow skiing. They must drive to the mountains to follow the snow, however.

SEASONS IN JAPAN

Photograph 1 - Spring in Japan

Photograph 4 - Winter in Japan

Photograph 3 - Autumn in Japan

Photograph 2 - Summer in Japan

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TOPIC 2

JAPAN AT HOME

Lesson 1

What types of homes are found in Japan?

OBJECTIVE

The student will identify features and types of Japanese homes.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 2.1 "Types of Homes in Japan"

VOCABULARY

architecture, fusuma, tatami, bonsai, topiary

STRATEGIES

Japanese houses are as varied as homes in the United States. They may be single-family, traditional style and built of wood with tile roof, or they may be modern brick, wood, or stucco designs. About 60% of Japanese families own their own homes, compared to about 64% of American families. One might find various multi-family dwellings in Japan. Nearly 30% of Japanese families live in apartments or condominiums, and these may be traditional or modern-styled.

Many Japanese choose to live in modern apartments or condominium complexes because the high costs of land and building materials make home ownership very expensive. For example, the average home in Tokyo is approximately 900 square feet and costs almost 13 times a worker's annual income, while the average home in New York City is 1350 square feet and costs about 3 times a worker's annual salary. (It should be noted that homes in New York City are typically more costly than a similar home in the Southern part of the United States.)

Some unique architectural features are found in almost every Japanese home. Houses typically have sliding doors, called fusuma, that can be closed to prevent drafts in winter and opened to promote ventilation during the damp, rainy summer season.

The Japanese revere nature, and it is desirable to have a bit of nature around them. Various forms of decorative topiary have been perfected in Japan, including bonsai, the traditional form of small, shaped trees and shrubs. Scarcity and expense of land necessitate small yards, if any. Many homes are surrounded by walls or fences that help ensure privacy and quiet. Many homes have heavy, tile roofs that are typically shiny black or shiny blue in color. The roof line may be steep so that rain and snow will not build up on the roof.

Nearly all Japanese homes, whether modern or traditional, have a tatami room The tradition of the tatami room dates back over 1,000 years. Tatami are 6' x 3' mats that are densely woven from natural materials, such as rice stalks. Each mat is bound with a border of heavy cloth, which may be natural-colored, or more colorful. Years ago, the tatami mat was a place to sleep. Today, if one sleeps in a tatami room, first a comfortable pad or mattress is placed on the mat, called a futon. These can be easily rolled up and stored to clear the room for daytime. Tatami mats are typically expensive, and care is taken to ensure their longevity. Traditionally, one removes shoes and slippers before stepping on a tatami mat.

Agriculture and farming are important to Japan. Many rural homes, such as the one shown on Teacher Resource 2.1, "Types of Homes in Japan," are surrounded by fields that grow a variety of vegetables that might include cabbages, onions, rice, or Japanese onions. Many farmers also raise chickens. Some farmers may take care of over 500 hens. Farm families who raise chickens may also sell the eggs. Children who live on the farm may be asked to collect the eggs before they go to school or to do other helpful chores such as feeding other farm animals, or gathering vegetables from the garden.

Share with students Teacher Resource 2.1, "Types of Homes in Japan."

Condominium	This condominium is located on a street in the large city of Osaka. Thirty-two condos are available in this building.
Apartment Complex	This complex in the smaller city of Kanazawa offers housing for twenty four single or family apartment dwellers. Notice the limited parking spaces located beneath the building.
Neighborhood	Houses in this suburban neighborhood are situated closely together to conserve space.
Traditional-style Home	This home, made of wood and stucco with tile roof, sits on a side street in a major city. This view of the house shows the approach from the street.
Rural Farmhouse	This rural farmhouse is surrounded by rice fields. This view is taken from the vegetable garden. Notice the rice growing to the bottom right portion of the photograph.

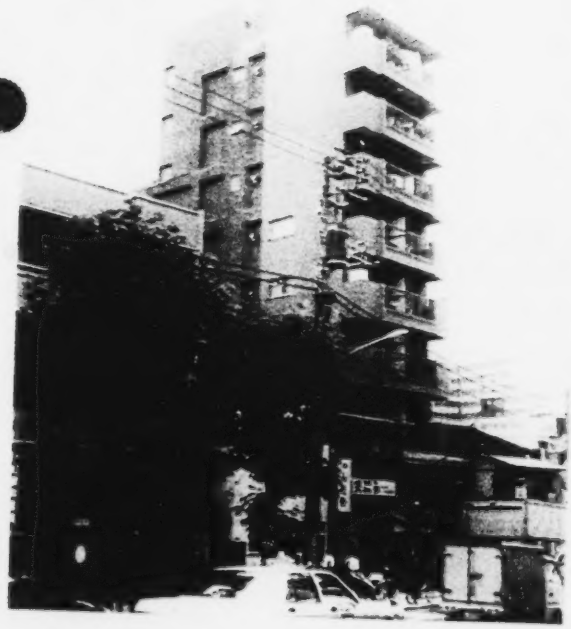
Invite students to identify the different types of homes (traditional single family home, modern single family home, condominium complex, apartment house, farm house). Ask students questions such as the following:

- What does the photograph tell us about this place to live? How many people might live here?
- Where are these homes located(rural or urban area) ? What are some reasons for your opinions? (style of construction, streets visible, other houses around, signs of large or small city).
- What do you notice about these places to live that might be like some places to live in the United States?

TYPES OF HOMES IN JAPAN

Apartment Complex

Condominium



Neighborhood

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Traditional-style Home

Rural Farmhouse

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TOPIC 2

JAPAN AT HOME

Lesson 2

What do Japanese homes look like inside?

OBJECTIVE

The student will compare traditional and contemporary use of space in Japanese homes.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 2.2 "Floor Plan of a Typical Apartment"
- ❑ Teacher Resource 2.3 "Inside a Japanese Home"

VOCABULARY:

tatami, kotatsu, futon

STRATEGIES

Students may be surprised to learn that homes in Japan are as limited in space as they are. Because of the expense of building materials and the scarcity of land, homes and apartments must use every inch of space fully.

Share with students Teacher Resource 2.2, "Floor Plan of a Typical Apartment." Show children that space in the apartment is very limited. Ask students to make observations about the home's plan. Invite observations about the home's kitchen, dining area, bathroom, and sleeping areas.

Explain to students that since space is so limited in Japan, that many homes or apartments use space very wisely. Often, a room will have more than one use. Have children create one of the multi-use rooms from the apartment: a tatami-mat room that can be used for sleeping, eating, or for relaxing after school. Have students make six 6' x 3' "tatami mats" out of heavy paper. They may color a border along the edges. Then, tape the paper mats together to create a space approximately 9' x 12'. Ask how the students think the room needs to be furnished. Explain that this room would be simply furnished for each type of use, because the furniture, sleeping mattresses (futon), or pillows would have to be moved and stored after using them.

Next, have children cut out the shape of a single- or double-bed mattress for sleeping. Show them how the tatami mat room could be used for sleeping. Then have children make a cutout of a large square to represent a kotatsu, or low, heated table. In cool months, the family may gather for dining, doing homework, or watching television around the kotatsu. It can be moved easily to make room for sleeping. Many contemporary Japanese families have both

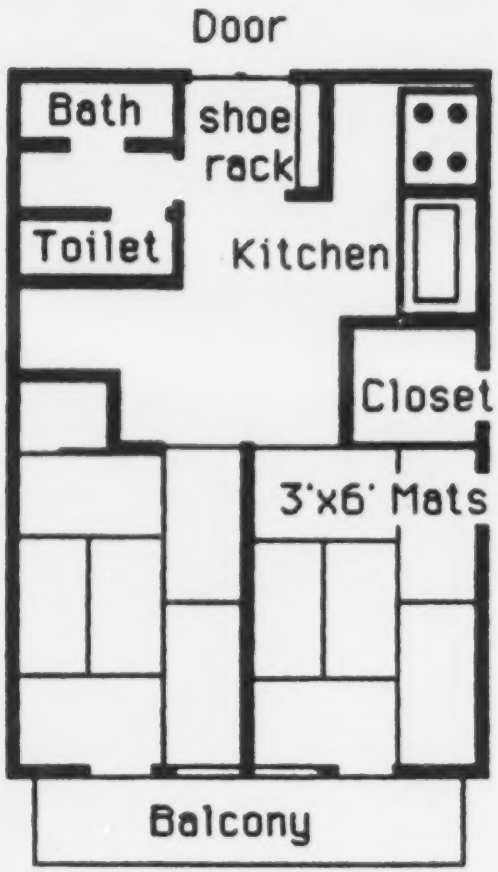
traditional Japanese-styled furniture and Western-style furniture, such as sofas, dining tables, or beds, as space and economics allow.

Help children to make a Comparison Chart: Traditional Versus Modern Japanese Rooms. They should think about advantages to traditional-styled Japanese rooms and modern ones, as well as disadvantages. (Children might answer that it is more economical to have less furniture, it is easier to clean, it gives more space to play. They might argue that they could have fewer toys or playthings with less space, and that Western-style furniture would take up too much room.)

Next, show the photos on Teacher Resource 2.3, "Inside a Japanese Home." Explain to children that Japanese families are typically very close and are usually small. It is not unusual for grandparents to live near their children. In some instances, grandparents live with their children. Japanese homes must be organized, and space is used in unusual, creative ways.

Photograph 1 Shinozaki Family	This family of three lives in a traditional-style home that combines Japanese and Western furnishings. The house is made of concrete, stucco, and wood. It has a tile roof. The home boasts 3 bedrooms (one for guests is a tatami mat room) and 1 bathroom. Here, the Shinozakis are pictured in their garden.
Photograph 2 The Dining Room	Almost all of the space in the dining room is taken up with the dining table and the tall storage cabinet against the wall. The shelves on the storage cabinet go all the way up to the ceiling. The mother sits nearest the kitchen.
Photograph 3 The Bathroom	Note the sliding doors that separate the small, deep bathtub, used for soaking, from the sink and clothes washer and dryer.
Photograph 4 The Shower Area	In Japan, washing the body is done outside the bathtub. Japanese use the shower sprayer and the small basin for water to get clean before stepping into the deep, hot soaking tub. The tile floor has a drain near the shower head.

FLOOR PLAN OF A TYPICAL APARTMENT



INSIDE A JAPANESE HOME

Photograph 1
Shinozaki Family

Photograph 2
The Dining Room

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Photograph 3 - The Bathroom

Photograph 4 - The Shower Area

TOPIC 3

JAPAN AT PLAY

LESSON 1

What do children in Japan do for fun?

OBJECTIVE

Students will identify a variety of children's play activities in Japan.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 3.1 "Having Fun
- ❑ Teacher Resource 3.2 "Yubikiri"
- ❑ Teacher Resource 3.3 "Teru-teru-bozu"
- ❑ Teacher Resource 3.4 "Photograph of Kokeshi Dolls"
- ❑ Worksheet 3.1 "Kokeshi Dolls"
- ❑ Teacher Resource 3.5 "Daruma"
- ❑ Teacher Resource 3.6 "Kodomo No Hi
- ❑ Teacher Resource 3.7 "Mukade Kyoso"

STRATEGIES

Children all over the world engage in a variety of play activities, and children in Japan are no exception. Show an overhead Teacher Resource 3.1, "Having Fun" (Photo 1 - children returning from a day of playing at Tokyo Disney; Photo 2 - children dressed in western clothing, feeding birds during a family outing to a shrine; Photo 3 - children playing with an exhibit at a science museum). Explain that these are just a few of the playtime or leisure time activities children and their families enjoy in Japan.

Photograph 1 Field Trip Fun	The children in this photograph are returning from a day of playing at Tokyo Disney. This type of uniform is typically worn by many Japanese children during field trips. Many of the rides at Tokyo Disney compare to those found in Disney World in Orlando, Florida.
Photograph 2 Family Outing Fun	The children in this photo are dressed in western clothing and feeding birds during a family outing to a shrine.
Photograh 3 Science Museum Fun	The young children in this photo enjoy playing with an exhibit at a science museum. They are using air pressure to make the arms of

this modern sculpture move. T-shirts, skirts or shorts and suspenders make up their field trip, school uniform.

The information that follows in this lesson combines some background information about Japanese play and customs. Some of the sections also include ideas for activities the children might enjoy.

Yubikiri: Sometimes young children in Japan will promise or agree to do something together in the future. For example, they might agree to play with each other the following day. As a gesture of their agreement, they will hook their little fingers together. Children might enjoy practicing this form of Japanese youngsters' seal of promise. See Teacher Resource 3.2 for suggestions on how to introduce this activity to the children.

Teru-teru-bozu: is a small doll made out of white tissue paper. It is usually hung in the window by young children who are hoping that tomorrow's weather will be sunny. See Teacher Resource 3.2 for directions for making the doll.

Kokeshi: is a wooden doll that has a round head that pivots in a circle, and a cylinder-shaped body. These dolls are considered to be craft items and have different characteristics depending upon which part of the country they come from. People traveling in Japan may collect them as souvenirs. They are also used by some children as toys and they come in many different sizes. Show Teacher Resource 3.4, "Drawing of kokeshi dolls." Explain that some children in Japan may play with the dolls while other children may display them on a shelf as part of a collection. Guide children to notice that none of the dolls has arms or legs, they are made of wood, they are simple figures, they have black hair and painted features and costumes. They should also notice that the hair styles are different, as are the head shapes and body shapes. Children may enjoy designing their own kokeshi doll. They may do so on Handout 3.1, "Kokeshi Dolls.". Children will notice that two examples of different designs of the dolls appear on the page. They have an outline they may use to create their own doll.

Daruma: are round dolls that are intended to symbolize good luck and determination. These dolls are made with weighted bottoms so they will sit back up whenever they are knocked over. You can help students make a Daruma doll by referring to the guidelines on Teacher Resource 3.5.

Hina-Matsuri: is a doll festival that is observed on the third day of the third month. It is usually celebrated at home and is enjoyed by the whole family. On this day, beautiful dolls are set out in a display. These dolls are not usually played with, but are special dolls that are carefully packed away between festival days.

Topic 3, Lesson1 - continued

Kodomo No Hi: or Children's Day, is observed on May 5th. It is frequently called Boy's Day because warrior dolls and suits of armor are displayed. Kites in the shape of carp are flown to symbolize the hope that children in Japan will grow strong. During the end of April and throughout May, these kites and windsocks fly all over Japan. If you are interested in helping the children make carp windsocks, see the guidelines provided on Teacher Resource 3.6.

Mukade kyoso: is a Japanese game that young children may enjoy playing. Mukade (centipede) kyoso (compete) involves children learning to work together in a small team. No materials are required. Guidelines for playing the game are given on Teacher Resource 3.7.

HAVING FUN

Photograph 1
Field Trip Fun

Photograph 2 - Family Outing Fun

Photograph 3
Science Museum Fun

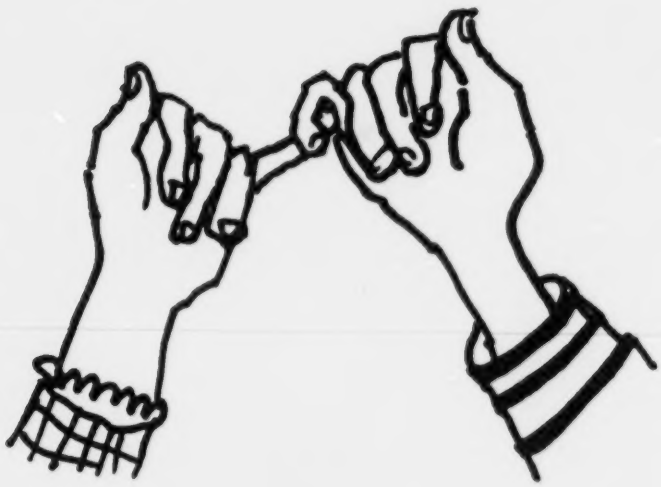
YUBIKIRI

Sometimes young children in Japan will promise or agree to do something together in the future. For example, they might agree to play with each other the following day. As a gesture of their agreement, they will hook their little fingers together. Children might enjoy practicing this form of Japanese youngsters' seal of promise.

1. Tell the children that they are going to learn a type of hand shake that children in Japan use when they want to show they agree to keep a promise. This activity is called yubikiri.

2. Demonstrate by extending your little finger and hooking it gently with the finger of a volunteer. Give a little shake of the hands.

3. Direct the children to find a partner and practice this activity.



TERU-TERU-BOZU

Teru-teru-bozu: is a small doll made out of white tissue paper. It is usually hung in the window by young children who are hoping that tomorrow's weather will be sunny.

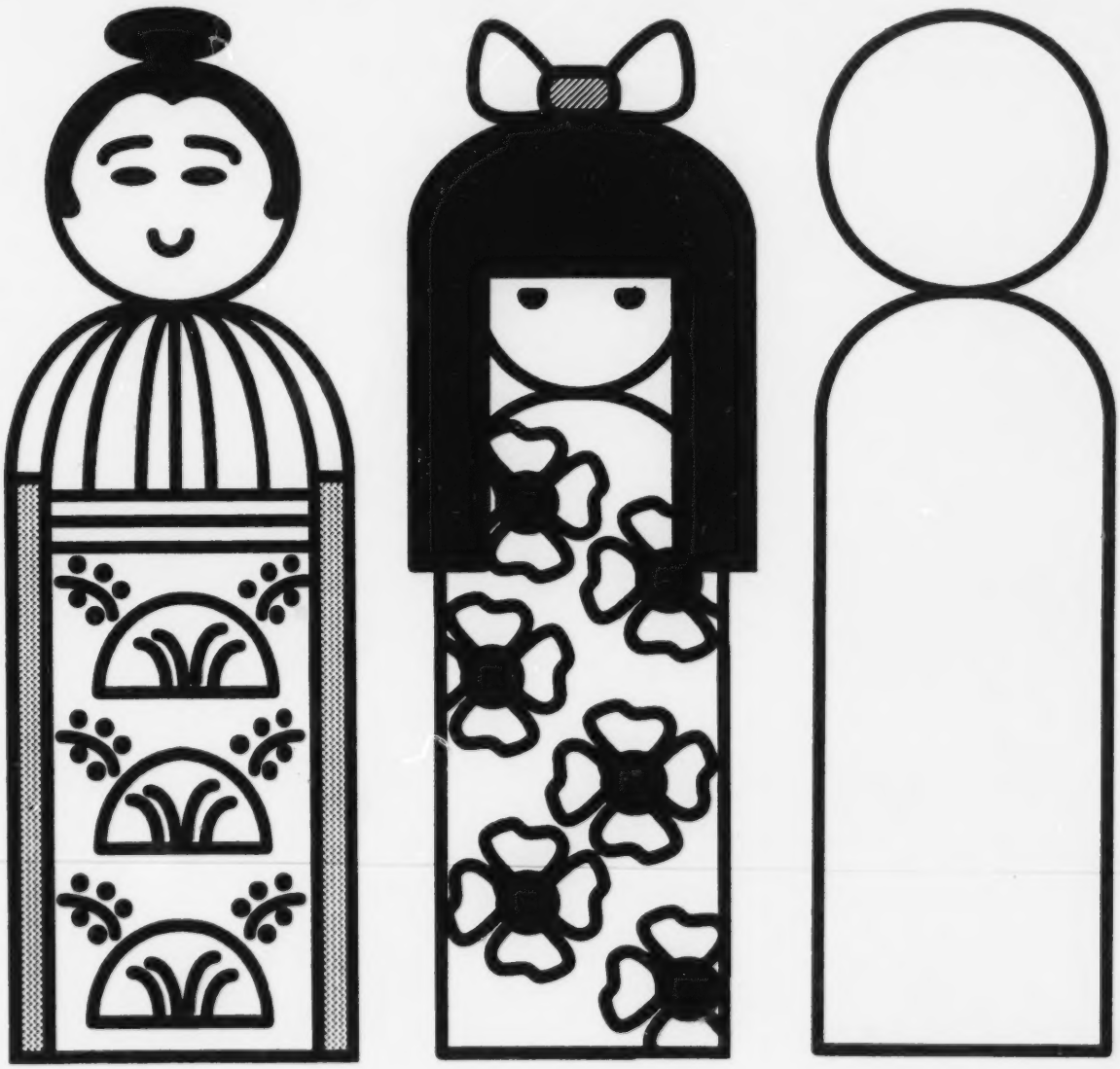
Directions

1. Give each child a piece of tissue paper or facial tissue.
2. Place a small cotton ball in the middle of the tissue.
3. Gather the edges to a point so that the cotton ball may be grasped in the middle of the tissue.
4. Tie a string around the cotton ball forming the head of the doll.
5. Hang the doll in the window.

PHOTOGRAPH OF KOKESHI DOLLS

KOKESHI DOLLS

Children will notice that two examples of different designs of the dolls appear on the page. They have an outline they may use to create their own doll.



DARUMA

Daruma are round dolls that are intended to symbolize good luck and determination. These dolls are made with weighted bottoms so they will sit back up whenever they are knocked over.

According to a legend, Daruma meditated for so long, he lost his arms and legs. He couldn't walk but he was always able to keep himself upright. This story reflects the Japanese Proverb: "One may fall seven times but will rise up on the eighth."

Materials:
- Large plastic eggs
- Glue
- Plaster of Paris
- Spray paint (red)
- Tempera paints or indelible markers
- Box of Sand.

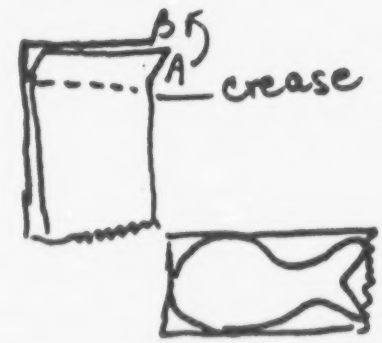
1. Provide a large plastic egg for each student.
2. Spray paint each egg red and pour plaster of paris into the bottom one half of the egg. While the plaster dries, set the egg half in a box of sand.
3. When the plaster is completely dry, glue the two halves of the egg together.
4. Paint a face on the top portion of the egg with tempera paint or indelible markers. Paint a mouth, a nose, and eyebrows, but not eyes.
5. Ask students to think about something they really want to learn how to do and to set that as a goal for themselves. They may then paint one eye on the Daruma.
6. When the goal is met, the student may paint on the other eye.

KODOMO NO HI

Kodomo No Hi: Children's Day is observed on May 5th. It is frequently called Boy's Day because warrior dolls and suits of armor are displayed. Kites in the shape of carp are flown to symbolize the hope that children in Japan will grow strong. During the end of April and throughout May, these kites and windsocks fly all over Japan.

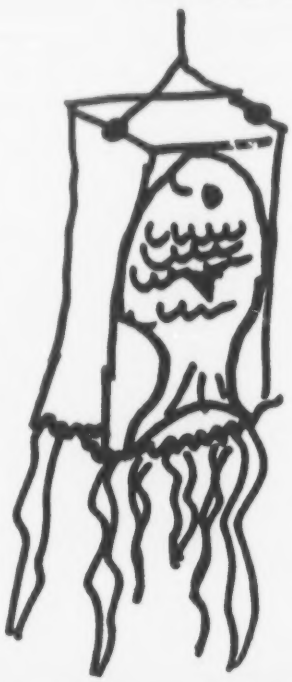
Materials:
One brown paper lunch bag per child
ribbon
markers or crayon

1. Leave the bag flat with the edge of the end flap (a) facing you.



2. Fold edge (a) up to the top (b) and make a crease.

3. Draw a carp shape on both sides of the lunch bag.



4. Children may decorate the carp with colors, markers, or cut out pieces of construction paper. They may also wish to add tissue paper streamers to the open ends of the bag

5. Open the bag and attach a ribbon or string to both sides of the bottom of the bag.

6. Hang the bag from the ceiling or in the hallway.

MUKADE KYOSO

Mukade kyoso: is a Japanese game that young children may enjoy playing. Mukade (centipede) kyoso (compete) involves children learning to work together in a small team. No materials are required.

Materials: None

Object: To learn to work together as a team.

1. Tell the children that the name of the game means to play a game like a centipede.

2. Describe what a centipede is and how it walks with many feet stepping together, as in a "follow the leader" march.

3. Designate a course for the teams to negotiate. The course should have a starting line and a finishing line. Early versions of the game may involve a straight course. However, as the children become more comfortable working in unison, you may create a course that involves curves, or going around a piece of playground equipment.

4. Allow 4 or 5 children to form a team and stand in a straight line. They need put their hands on the shoulders of the child in front. Tell them to practice watching and matching how the feet of the child in front moves. After they can take a few steps in unison, they will be ready to try to play.

5. The object of the game is to walk in unison to a finishing line. Teams should not compete against each other, or try to be fastest. Every team who reaches the finishing line and has moved in unison is a winner!

TOPIC 4

JAPAN AT SCHOOL

Lesson 1

How are elementary schools organized in Japan?

OBJECTIVE

The student will compare and contrast elementary schooling in Japan and in the United States.

MATERIALS NEEDED

- ❑ None

STRATEGIES

Japanese children may attend nursery school (from birth to 5 years of age) or kindergarten (from ages 3-5), although neither are compulsory. Primary (elementary) school begins for children at age 6. Primary schools in Japan feature grades 1-6 and are compulsory.

School begins in April and continues through three terms. There is a holiday of about 40 days in the summer and a shorter holiday of about 10 days in winter, around New Year. Traditionally, school was held 6 days a week, including every Saturday. Now, however, most schools enjoy a Saturday holiday twice a month, meaning that children attend school for 5 days twice a month and for 6 days twice a month.

Primary schools in Japan are lively places. Children may tend to gardens and to the school animals, such as rabbits or goats. Often schools are more than one story tall, and they may have an inner courtyard. Some schools may even have swimming pools. Children usually bring their lunches to school in a bento box, and lunches are usually eaten in the classroom.

Elementary children have a home room teacher, and they may have an additional music or art teacher. Japanese language and literature, calligraphy, mathematics, history, science, music, physical exercise (swimming in summer), drawing and construction, moral culture, and home economics (grades 5 and 6 only) are studied.

No custodians are employed in public schools--the children tend to the cleaning and maintenance. Much good humor is evidenced in elementary schools in Japan, and the children are allowed a great amount of freedom.

Most children attend schools close to their homes and walk to school. Many older youngsters attend tutorial classes or school-after-school, called juko. Other children may play sports or take music or art lessons after school.

Frequent school-wide activities are common, such as Sports Day, Cultural Festival Day, or Arts and Crafts Day. School children also enjoy field trips with their peers to points of interest nearby. Older children may take overnight excursions with their teachers, to Disney World in Tokyo, the Peace Park in Hiroshima, or to climb Mount Fujiyama.

Class size is generally larger than classes in the United States, and may range from 25-40 students. Children have many duties to perform at school, although the feeling one gets from a Japanese primary school is one of good cheer, camaraderie, and interdependence. Children must learn at an early age to get along and to learn to work together.

You may want to lead a class discussion about some of the information contained in this section. For example, tell children about some of the school activities in Japanese primary schools. Invite children to talk and think about how Japanese children in some schools tend to animals such as rabbits or goats. If you have a classroom pet, lead a discussion of a comparison of these activities.

Ask students if they would enjoy having a swimming pool at their school. Tell them that children in Japan take swimming lessons at school. What would school be like if they did not have a janitor to help take care of the building?

TOPIC 4

JAPAN AT SCHOOL

Lesson 2

What is a day in primary school like in Japan?

OBJECTIVE

The student will discuss typical Japanese school day activities.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 4.1 "A Typical School Day Schedule for Primary Children"
- ❑ Teacher Resource 4.2 "A Typical School Day in Pictures"

STRATEGIES

Children typically arrive at school very near the starting time, around 8:30 a.m. Unlike in American schools, breakfast is not served. Primary schools generally open around 8:00 a.m., and children may play outside or inside, depending upon the weather, until morning assembly. School begins at 8:30a.m. and usually ends at 2:25 p.m. Older children may have an afterschool club meeting, which may include various sports, handicrafts, music, and drama.

The school day begins with opening exercises in the school courtyard, when the weather is good. All children line up in a very straight line, with their classmates. Each class' line stays orderly, and they participate in singing and doing group exercises together, with arm, head, shoulder, and leg movements. Usually, the music for opening exercises is played over a loud speaker. When the children return to their classrooms, they begin a series of scheduled classes that typically last 45 minutes each.

In the morning, young Japanese children may read stories from a reader during Japanese language and literature class. Next, they may practice adding simple figures, subtracting double digit numbers, or memorizing multiplication tables during mathematics class. The classroom teacher offers help to individuals. If science is scheduled next, children may be learning about the life cycle of a plant and growing seedlings that may later be transplanted into the school garden. Or, children may learn about endangered species or keeping the environment clean. During calligraphy class, children must practice some of the thousands of kanji figures. They repeat making each figure with a brush and dark ink until the figure meets the approval of the teacher.

Lunch time is a time to eat and visit in the classroom, and is followed by cleanup time. Japanese children have cleanup duties at school, and they may wipe the chalkboard, organize books, pick up paper, sweep the floor of the classroom or the floor in the hallway, or clean windows. When

children and adults enter the school building, they take off their shoes and put on slippers. By doing this, dirt from the outside is not tracked onto the floor, and the school is easier to keep clean. School children are responsible for keeping the school clean. There is usually no custodial staff to do this job, and the children take turns with various jobs. Usually, older children are in charge of the floors, while younger children may dust shelves, empty trash, and help keep things tidy.

Next, school children may enjoy a fine arts or physical education class. Young children learn how to play the recorder and use rhythm instruments in music class. They enjoy making many arts and crafts projects in art class, and they may learn the rudiments of gymnastics, track and field events, or group games in physical education classes. In the summer months, all Japanese children swim at school.

At the end of the day, a class meeting is held to discuss the day and to help young children remember their homework. Japanese children have similar experiences at school as do American children.

Share with children Teacher Resource 4.1, "A Typical School Day Schedule for Primary Children," adapted from IIP's Compact Japan: Japanese Life and Culture at a Glance, 1988. Next, share Teacher Resource 4.2, "A Typical School Day in Pictures."Guide a discussion about the activities children notice in the pictures.

Photograph 1
School Building This is a picture of an elementary school building in Tokyo.

Photograph 2 Entryway	Adults and students are taking off their shoes and putting on slippers in the entryway of this elementary school. Note the cubbyholes provided to hold shoes behind the people.
Photograph 3 Swimming	These first graders are taking a swimming lesson during physical education time.
Photograph 4 Recess	Children in Japan enjoy recess just as much as U.S. children!
Photograph 5 Courtyard	The courtyard area in Japanese primary schools is reserved for gardening and taking care of the animals.
Photograph 6 Duties	These older children are taking turns sweeping the floor and mopping any dirt they find. They help keep their school clean.

A TYPICAL SCHOOL DAY FOR JAPANESE PRIMARY CHILDREN

Morning Activities

8:00	School opens
8:10-8:25	Children Arrive (May play outside)
8:35-8:50	Morning Assembly (Usually in the school courtyard outside; may include exercises done to music and singing the school song)
8:50-9:35	Japanese language or literature
9:40-10:25	Mathematics
10:45-11:30	Science
11:35-12:20	Social studies or history or Calligraphy

Lunch

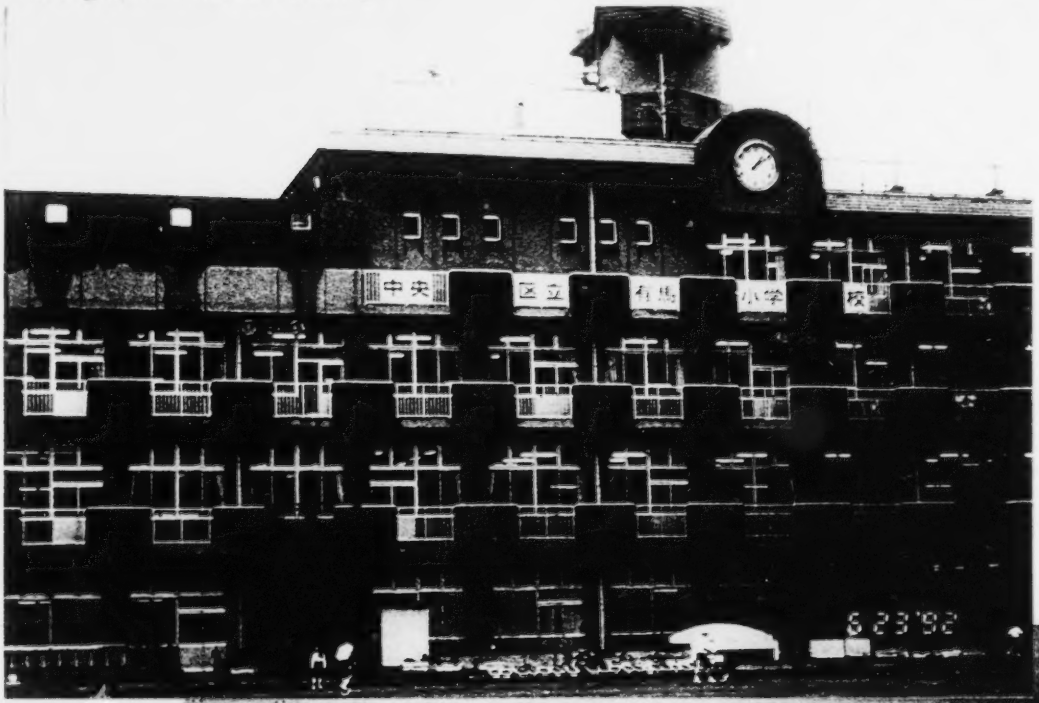
12:20-1:00	Lunch (Served by students in their classrooms)

Afternoon Activities

1:05-1:20	Cleaning
1:30-2:15	Music or Art or Physical Education
2:15-2:25	Class Meeting before dismissal
2:25-3:15	Club Activities (Grades 4, 5, and 6)
3:45	Go Home

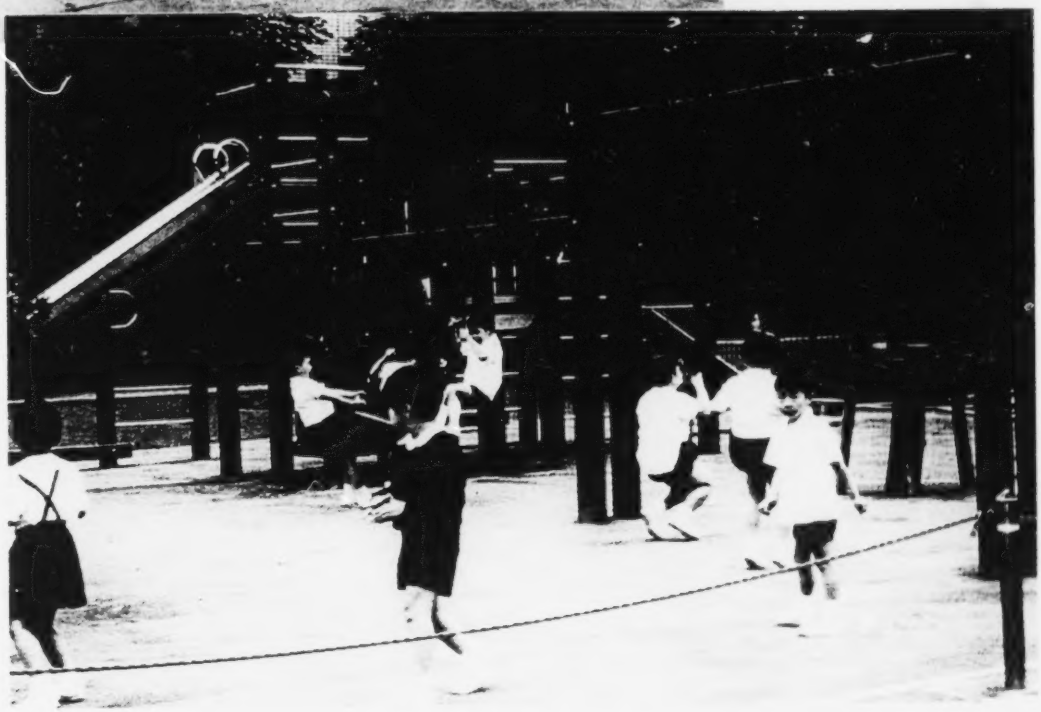
A TYPICAL SCHOOL DAY IN PICTURES

Photograph 1 - School Building

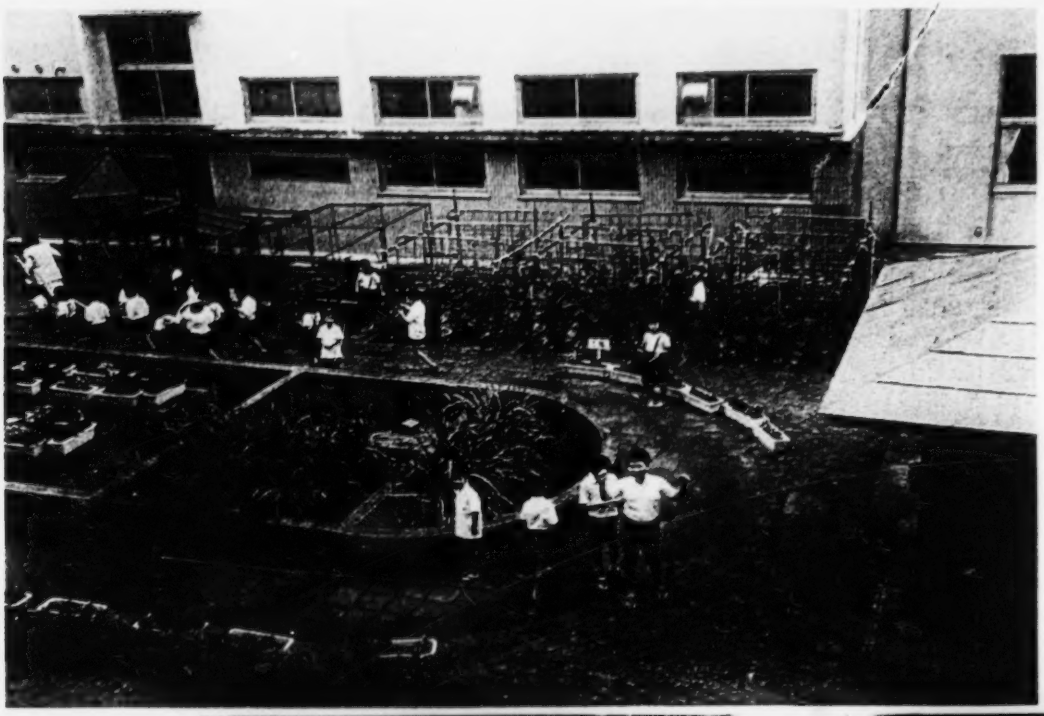


Photograph 2
Entryway

Photograph 3 - Swimming



Photograph 4
Recess



Photograph 5
Courtyard

Photograph 6
Duties

TOPIC 4

JAPAN AT SCHOOL

Lesson 3
What do Japanese children wear at school?

OBJECTIVE

The student will compare and contrast clothing worn in Japanese schools and in the United States.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 4.3 "Japanese Children in School Uniforms"
- ❑ Worksheet 4.1 "Japanese Child Paper Doll"

VOCABULARY

uniform, badge, backpack

STRATEGIES

Children dressed for school in Japan are easy to identify, because usually they are all wearing some article of clothing that is the same. While many primary schools do not have school uniforms, the children may wear instead t-shirts that have the school symbol or hats that are alike. Students usually wear a school pin and a name tag everyday. Everyone carries a large backpack or school bag. Children change into jogging shorts and t-shirts before their physical education classes.

Some primary and almost all junior and high schools have school uniforms. Usually there is a winter uniform, worn from October to June, and a summer uniform, worn from June to October. Winter uniforms have long sleeves and long pants or longer skirts. Summer uniforms may have short sleeved blouses for the girls and a white shirt with tie for the boys. Japanese students wear a school badge and a grade badge on their uniforms. And, of course, students carry a backpack or bookbag.

Show Teacher Resource 4.2, "Japanese Children in School Uniforms." Allow time for children to see each photograph or illustration. Point out the different types of uniforms.

Photograph 1 - These children in a school in Nagasaki are wearing school uniforms.

Photograph 2 - These children in a school in a different school in Nagasaki wear t-shirts, shorts, and other Western-style clothing to school.

Next, lead children in a discussion. Ask questions such as the following:

- What are the children wearing? What time of year do you think it is? Why?
- What observations can we make about the school clothes?
- Do the school clothes look comfortable? Why or why not?
- What are some advantages/disadvantages of wearing school uniforms?
- If you had one, what kind of school uniform would you like?

After time for discussion, tell children that school badges, or pins, are commonly worn in Japan. Usually the school badge is a simple symbol, sometimes taken from nature. Have your students create a badge that would represent their school. Next, do a compare/contrast exercise on the chalkboard, overhead projector, or chart paper. Ask children to name similarities and differences they see in clothing worn to school in Japan and in the United States.

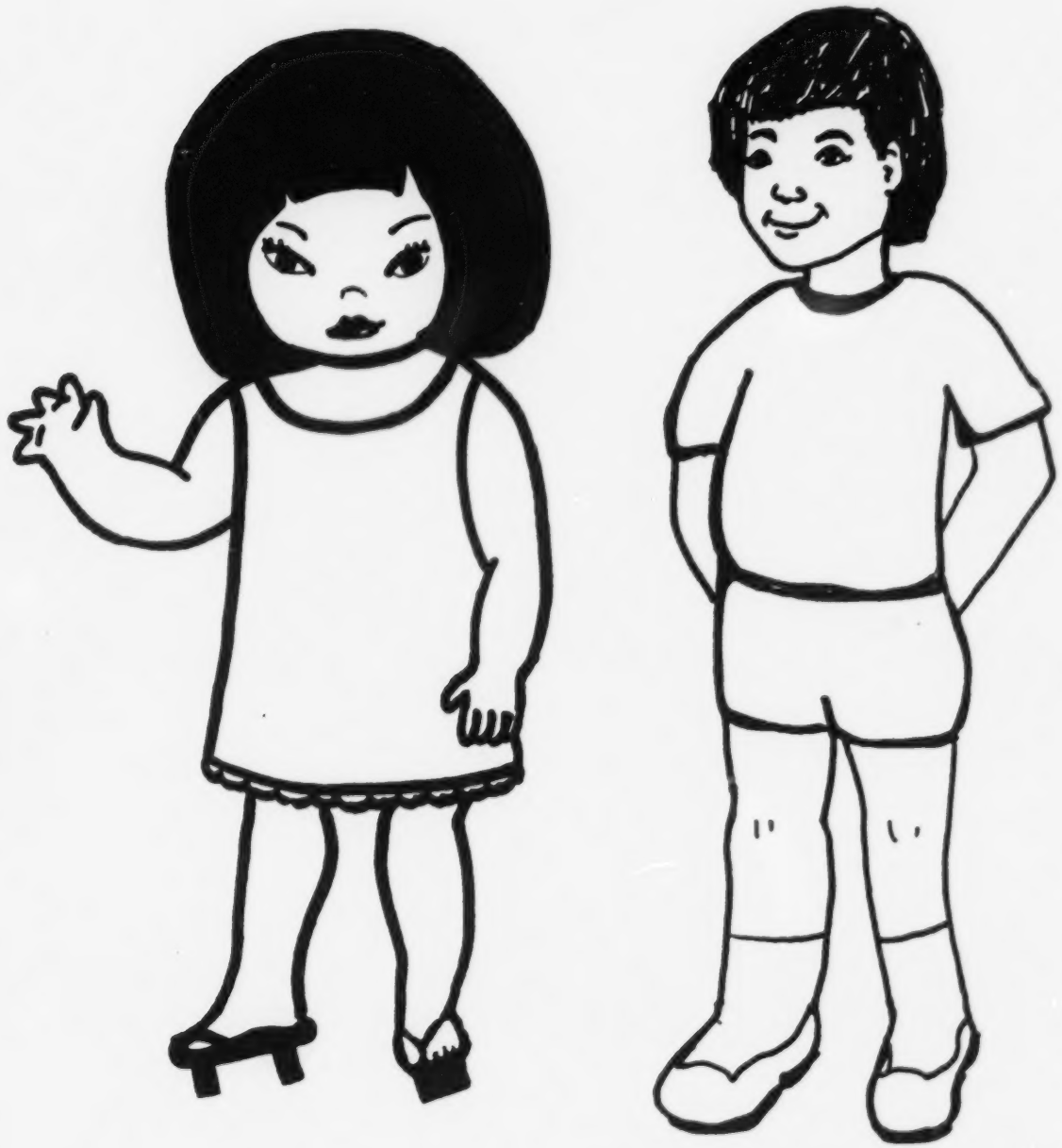
Give each child a copy of Worksheet 4.1, " Japanese Child Paper Doll." Ask children to design a school uniform they would like to have. This might lead into a discussion of the benefits/disadvantages of wearing school uniforms.

JAPANESE CHILDREN IN SCHOOL UNIFORMS

Photograph 1

Photograph 2

JAPANESE CHILD PAPER DOLL



TOPIC 5

JAPAN AT MEALTIME

Lesson 1

What kinds of food do Japanese people eat?

OBJECTIVE

Students will identify a variety of foods and food services in Japan.

MATERIALS AND RESOURCES

- ❑ How My Parents Learned to Eat by Ina R. Friedman
- ❑ Teacher Resource 5.1 "Mealtime in Japan"
- ❑ Teacher Resource 5.2 "Chopstick Practice"
- ❑ Teacher Resource 5.3 "Rice Pudding Recipe"
- ❑ Worksheet 5.1 Obento-bako"
- ❑ Fresh vegetables from a grocery store/farmer's market
- ❑ Everybody Cooks Rice by Norah Dooley

STRATEGIES

Activity 1 - As a kick-off activity for this topic, you may wish to share the book How My Parents Learned to Eat with the children. This story offers an introductory view of Japanese foods and customs through the experiences of a Japanese girl and an American sailor as they learn about each other during their courtship. After reading the book, discuss how tables were set at the Japanese and at the American restaurant. What do the children notice that was different or the same?

Show photographs from Teacher Resource 5.1, page 1, that illustrates a place setting in a Japanese restaurant and the outside of a neighborhood restaurant in Japan. When viewing the photo of the outside of the restaurant, point out that the dishes in the window are plastic models of food that people may order from the menu. When viewing the photo of the place setting, point out how each of the foods is served in a separate bowl, or dish. Note how the chopsticks rest on a chopstick holder at the front of the place setting.

Tell the students that youngsters in Japan often eat with chopsticks, but they may also eat some meals with knives, forks, and spoons. As an extension activity, you may also wish to set up a learning center (described in Teacher Resource 5.2) designed to allow children to practice picking up food with chopsticks.

Remind children that people in Japan also shop in grocery stores and eat in fast food restaurants. Teacher Resource 5.1, page 2, shows a meat counter at a grocery store and a Japanese McDonalds. Children will enjoy looking closely at the signs in order to identify foods they associate with McDonalds, and that reflect an American cultural influence. They may also enjoy finding items in the display that are more associated with the Japanese culture.

Activity 2 - Children will enjoy looking at foods that are typically eaten in Japan. Bring in the following assortment of washed vegetables and display them on a tray. Children will also enjoy hearing what the vegetables are called in Japanese. Invite children to draw their favorite vegetable from among the display, then label their drawing in both Japanese and English.

hakusai (cabbage)	ninjin (carrot)
kyuri (cucumber)	retasu (lettuce)
shiitake (mushroom)	tamanegi (onion)
kabu (turnip)	

Activity 3 - Another lesson may involve sharing the book Everybody Cooks Rice with the children. This multicultural story peeks into the houses of all the people who come from various cultures and who live on Carrie's street. Children will discover that rice is an important ingredient in many recipes from many countries, including Japan. Japanese people eat some rice, or kome', almost everyday in combination with various dishes. Most homes have a rice cooker that helps in the preparation of boiled rice. As an extension activity, you may want to prepare either boiled rice for the children to taste, or allow them to help prepare Rice Pudding (See Teacher Resource 5.3, "Rice Pudding Recipe").

Activity 4 - The obento-bako is a Japanese lunchbox and usually consists of a box that has at least 2 divisions in it. One section is used for serving cold rice. The other section may hold meat, vegetables, or sweets. There may even be a compartment for the chopsticks. Children may talk about how lunchboxes in America are similar and different from the obento-bako. Worksheet 5.1, "Obento-bako" invites children to draw, then cut and paste foods to include in an obento-bako. Older children may describe or write about their drawn Japanese lunch.

MEALTIME IN JAPAN

Photograph 1

Photograph 2

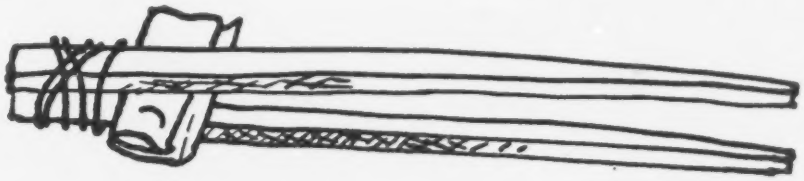
Photograph 3

Photograph 4

BEST COPY AVAILABLE

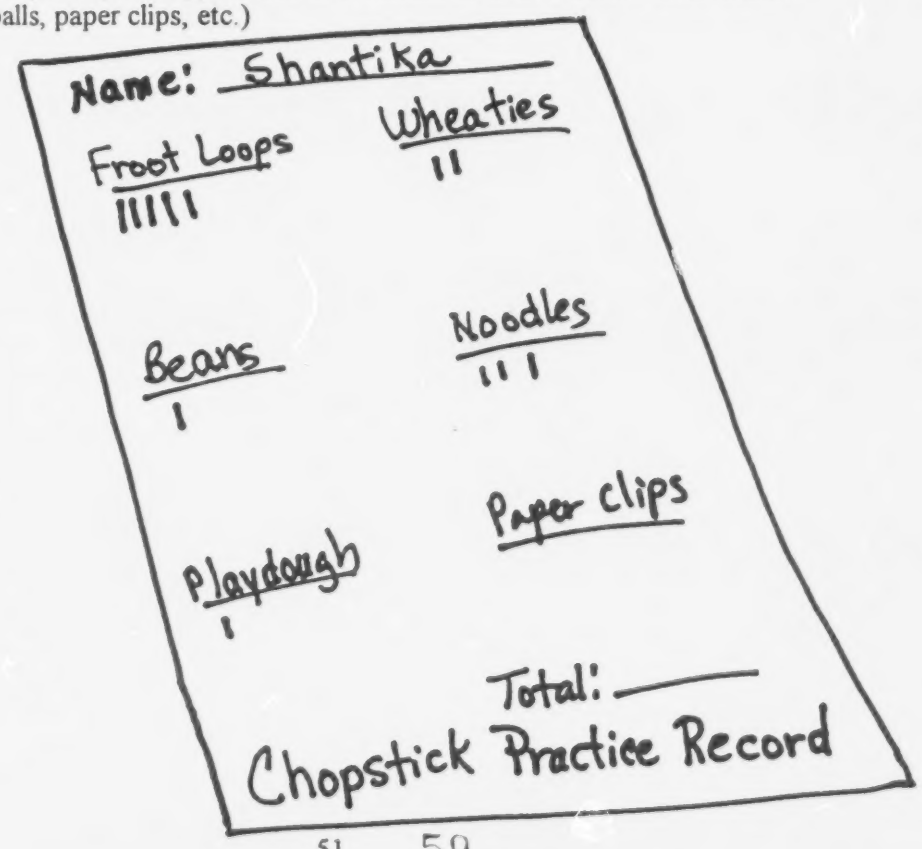
CHOPSTICK PRACTICE

1. Make an easy-to-use set of practice chopsticks by placing a rubber band on one end of the pair and inserting a piece of folded paper directly below the rubber band. This allows students to push the chop sticks together without having to worry about manipulating them in a sophisticated manner.



2. Demonstrate how to use the chopsticks.

3. Place a variety of items in containers. Ask children to keep a record of how many of each kind of item they are able to pick up. (Suggested items: Various cereals, assorted dried beans, noodles, playdough balls, paper clips, etc.)



RICE PUDDING RECIPE

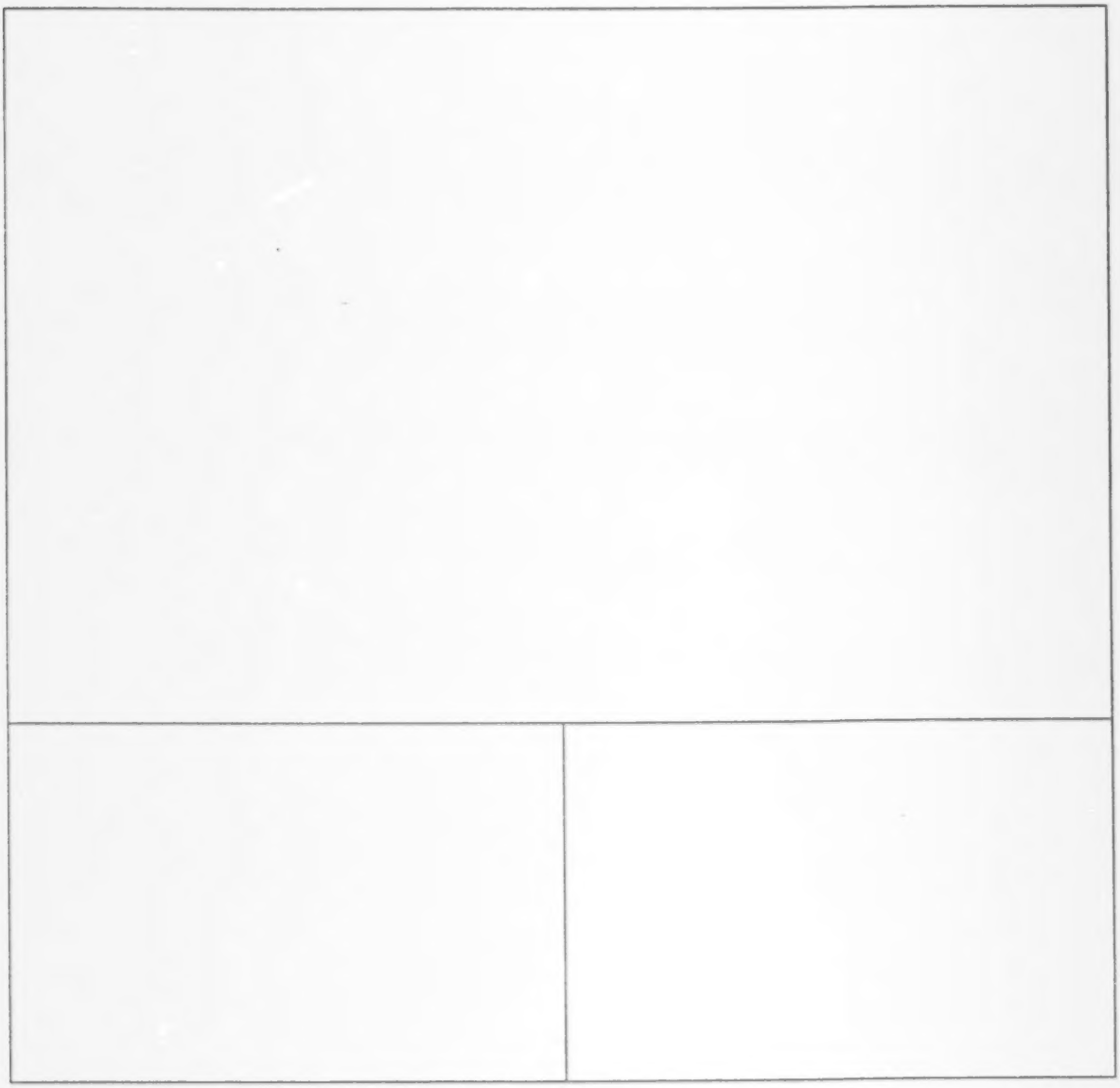
2 cups of cooked rice
1 cup of milk
1 beaten egg
1/2 cup of sugar
1 teaspoon vanilla

Beat the egg in a small bowl.
Mix the rice, milk, beaten egg, sugar and vanilla into the large bowl.
Pour mixture into a nonstick baking dish.
Bake at 350degrees for 30 minutes or until pudding thickens.

Serves 10

OBENTO-BAKO

Draw and color your favorite Japanese foods in each compartment of the obento-bako diagram. Remember that one section should contain rice and others might hold vegetables, meat, or sweets. Write a description of the meal, or write a story about your Japanese lunch.



TOPIC 6

JAPAN AT WORK

Lesson 1

What does money in Japan look like?

OBJECTIVE

The student will discuss the monetary system in Japan.

MATERIALS AND RESOURCES

- ❑ Handout 6.1 "Japanese Coins"
- ❑ Handout 6.2 "Paper Money"

VOCABULARY

trade, barter system, yen

STRATEGIES

The base monetary unit in Japan is the yen. The smallest coin is one yen (1996 exchange rate: 100 yen = 1 dollar). Yen coin denominations are: 1, 5, 10, 50, 100, and 500. Yen bank notes (paper bills) are: 1,000, 5,000, and 10,000. The 5 and 50 yen coins have a hole in the middle dating back to an old practice borrowed from the Chinese allowing the money to be held together by a string through the hole. The present paper currency was redesigned in 1985. It now features portraits of a Japanese educator, a legal scholar, and a leading novelist of the last 100 years.

Commonly circulated U.S. coins (1, 5, 10, 25, 50 cents) all have the portraits of former Presidents on them. Only the Susan B. Anthony dollar coin features a woman, and someone who was not a President.

Lead children in a discussion about money. Ask children why we have money. Review the meaning and purposes of money, and explain how the barter system (trading goods or services to get what one wants or needs) was used in the past. Ask children to identify instances today when a form of the barter system might still be in use (trading food at lunch time; exchanging chores at school--one child may create something while another cleans up). Money has replaced the barter system today in many instances.

Use Handout 6.1, "Japanese Coins" to duplicate facsimiles of the Japanese yen coins on tagboard, and make samples of yen, matching and attaching the front and back sides of coins. Provide examples of the U.S. penny, nickel, dime, quarter, half dollar, and, if possible, the two versions of the dollar coin. Ask students how the Japanese coins are like American coins.

(Both are round and have writing and designs, etc.) How are they different? (U.S. coins have human faces on one side of each. Japanese coins include 2 with holes in the middle, some Japanese coins have large numbers). Does the size of the coin in either country mean anything about its worth? (No, the sizes do not get bigger as the value does). What people are shown on the U.S. money? Why?

Make copies of the yen bank notes from Handout 6.2, "Japanese Paper Money," to share with children. Discuss how the yen note compares to American paper money (people are featured on the front; numbers are featured on the front and back of yen notes and American dollars; and symbols or other representations are featured, such as the crane or Mt. Fuji) or examples of other paper money from around the world.

Provide a few objects that might be found in a grocery or neighborhood store. Younger children may "buy" the objects with their Japanese money. Older children might compare the cost of items in the U.S. and Japan. For example, a can of corn that costs 50 cents in the U.S. would cost 50 yen in Japan. Or, a box of rice that costs $1.50 in the U.S. would cost 150 yen in Japan. (Be sure to look in the newspaper for current exchange rates). Show children the exchange rates for the week. (USA Today is a good resource).

JAPANESE COINS

FRONT

BACK

JAPANESE PAPER MONEY

YEN NOTES

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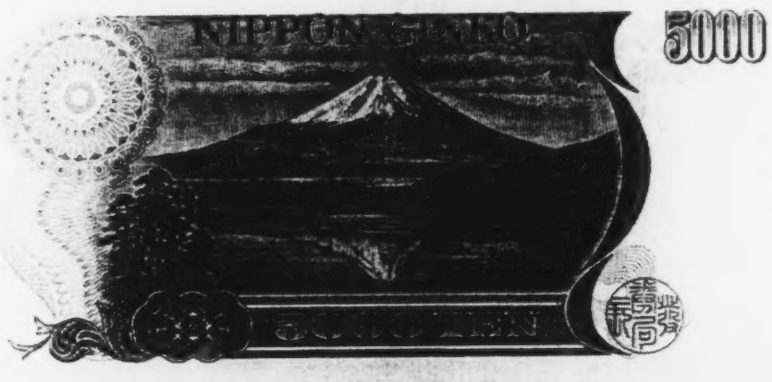

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TOPIC 6

JAPAN AT WORK

Lesson 2

How do the Japanese meet their needs and wants?

OBJECTIVE

The student will identify basic needs and wants, and recognize workers related to specific goods and services.

MATERIALS AND RESOURCES

- ❑ Worksheet 6.1 "A Web of Workers"
- ❑ Teacher Resource 6.1 "Japanese Koban and a United States Police Station"

VOCABULARY

products, buy, sell, trade, needs, wants, koban

STRATEGIES

The United States and Japan are trade partners, providing goods and services to one another. Japan buys more products and services from the United States than any other nation. In order to meet their needs and wants, Japan and the United States both buy and sell products and services from other countries.

People in Japan and in the United States work to provide goods and services. People in Japan have needs and wants that are similar to people in America. Below are four activities which will help students identify products from Japan.

Activity 1 - Introduce the concept of needs and wants to children. Discuss with children the difference between needs and wants. Come up with a class definition of both words. Write the definition of each on the top portion of a piece of posterboard or chart paper. Next, provide an assortment of photographs from magazines that depict needs and wants (ie., cookies or candy, bread, vegetables, home, apartment building, bicycle, video game, television, grocery store, clothing, and pets). Hold up each photograph and help students decide whether the photograph depicts something that is needed for survival (Needs) or something that is a luxury (Wants). After classifying each picture, glue each to a corresponding chart. Children may think of other needs and wants to add to each chart.

Activity 2 - Assemble an assortment of products (goods) made in Japan for a display table. Teachers may enlist the help of others in the school, or ask parents to help with the display. Items may include athletic shoes, photos of automobiles (Nissan, Mitsubishi, Honda, Suzuki, Toyota, Mazda, Subaru), a camera (Nikon, Canon, Minolta, Pentax), radio (Panasonic, Sony), cassette player (Panasonic, Sony, JVC), dishes (Noritake, Mikasa), a container of dried fish (purchased from an oriental food store), a silk clothing item (check labels of blouses, scarves, etc), a watch, a photo of a motorcycle (Suzuki, Yamaha, Kawasaki, Isuzu, Honda), or a piece of sports equipment.

Activity 3 - Distribute Worksheet 6.1, "A Web of Workers." Discuss the photographs with the children and ask if they can think of people who have jobs related to the neighborhood grocery store. Keep a running list of the people they identify such as manager, stock person, delivery man, farmer, fisherman, rancher, truck driver, factory worker, owner, display person, cashier, printer, refrigerator manufacturer. Next, organize their suggestions into categories.

Activity 4 - Finally, compare police service provided in Japan and in the United States. Show Teacher Resource 6.1, "Comparison of a Japanese Koban and a United States Neighborhood Police Station." Students may note similarities between the koban to a police station they may have seen in their neighborhood or on television. Also, compare the Japanese police car to those found in the United States. You may wish to arrange for a visit to a police station in your neighborhood, or invite a police officer to come speak to your class about his or her job.

A WEB OF WORKERS

A Neighborhood Grocery Store

Note the many vending machines on the sidewalk in front of the store. For example, some machines sell soft drinks, film and coffee.

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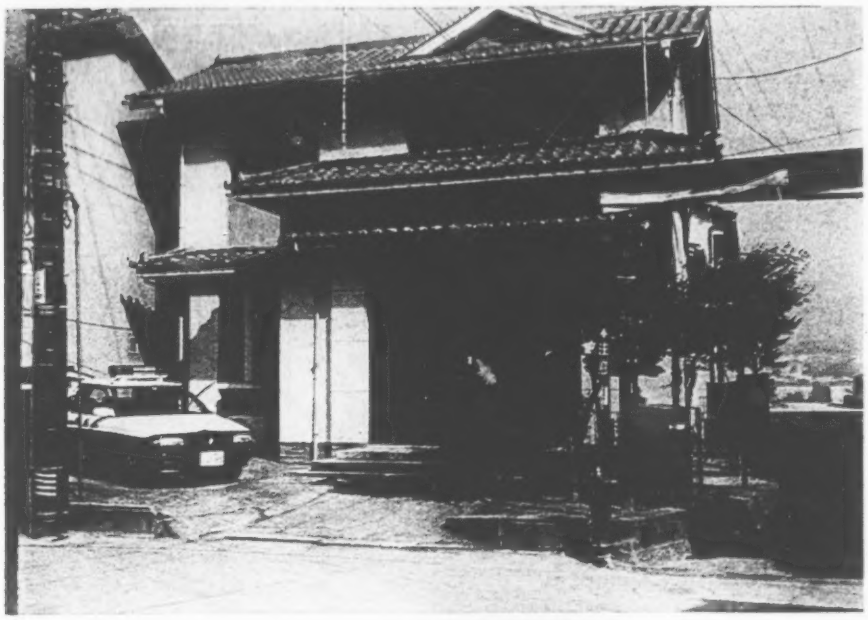
JAPANESE KOBAN AND A U.S. POLICE STATION



Koban

U. S. Police Station

TOPIC 7

JAPAN ON THE GO

Lesson 1

How do people in Japan travel from one place to another?

OBJECTIVE

Students will identify various modes of transportation widely used in Japan.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 7.1 "Transportation in Japan"

STRATEGIES

Japan's infrastructure is carefully monitored and technologically sophisticated. For example, three and four-deck freeways exist in major metropolitan areas. They display tall barriers on both sides of the highway as a type of privacy barrier and insulation against noise. Automobile traffic is dense, and, consequently, many commuters choose to travel by train. It is expensive to own a car in Japan. Fuel is costly, and parking spaces are difficult to obtain. In fact, one must present proof that a parking space has been acquired before one can register a car.

Rail and subway-rail are the most frequently used forms of transportation. Bullet trains are capable of speeding through the countryside at speeds over 120 mph, and the train system runs efficiently and punctually. For example, wide yellow areas are painted in the station platforms. The trains stop exactly on the spot, people are in position to enter the doorways because of the yellow spacing, and a train departs three minutes after arriving at the station. Kiosks are strategically located next to yellow waiting areas so that travelers may bound off and back on a train after buying refreshments or newspapers.

The Japanese have become very creative in planning for transportation and traffic needs. Cars are typically compact, as are delivery trucks. Some of their innovations are unusual to children in the United States. Here, we typically have only 2-level freeways in major urban areas. Parking garages are likely familiar to American youngsters, but they might be surprised to see a Japanese-style parking deck, with rotating floors to save space, rather than allow space for a driveway. Children will notice differences, too, in places where Japanese buy gasoline. The filling stations are very small and utilitarian in the cities, and they take up little space. Many are entirely automated, and a credit card must be used to make a purchase.

Project a Teacher Resource 7.1, "Transportation in Japan," and explain the photographs as follows:

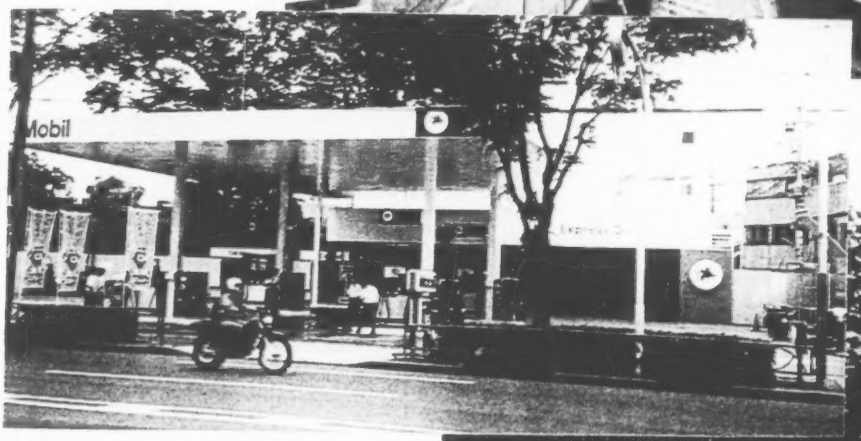
Photograph 1 Multi-level Freeway	This modern freeway is located in a major urban area of Osaka.
Photograph 2 Filling Station	Drivers avail themselves of centrally located gas stations. This particular gas station offers self-service.
Photograph 3 Parking Deck	This Japanese parking deck has three rotating floors so that more cars may be parked in a small space. When a person wants to park he or she pulls the car up, the floors rotate like a ferris wheel, and the gate is opened when an empty space is available.
Photograph 4 Highway Scene	Here we see a train, cars, and a small delivery truck.
Photograph 5 Train Station	Trains are a widely utilized form of transportation.
Photograph 6 A Tractor	The tractor helps the farmer do his work.
Photograph 7 Ferry Boats	People may use ferry boats to move from island to island.
Photograph 8 A City Bus	This bus helps people move around big and middle-sized cities.

Lead a class discussion by asking such questions as:

- What are some of the advantages to using a freeway with many levels? What might some disadvantages be?
- Why is the parking garage designed this way? How does it work? What might some problems be?
- How does this filling station operate? Does it look like the filling stations we have in the United States? How is it different?
- Why do the Japanese save space in this way? Can you think of some other ideas that might help save space?

TRANSPORTATION IN JAPAN

Photograph 1 - Multi-level Freeway

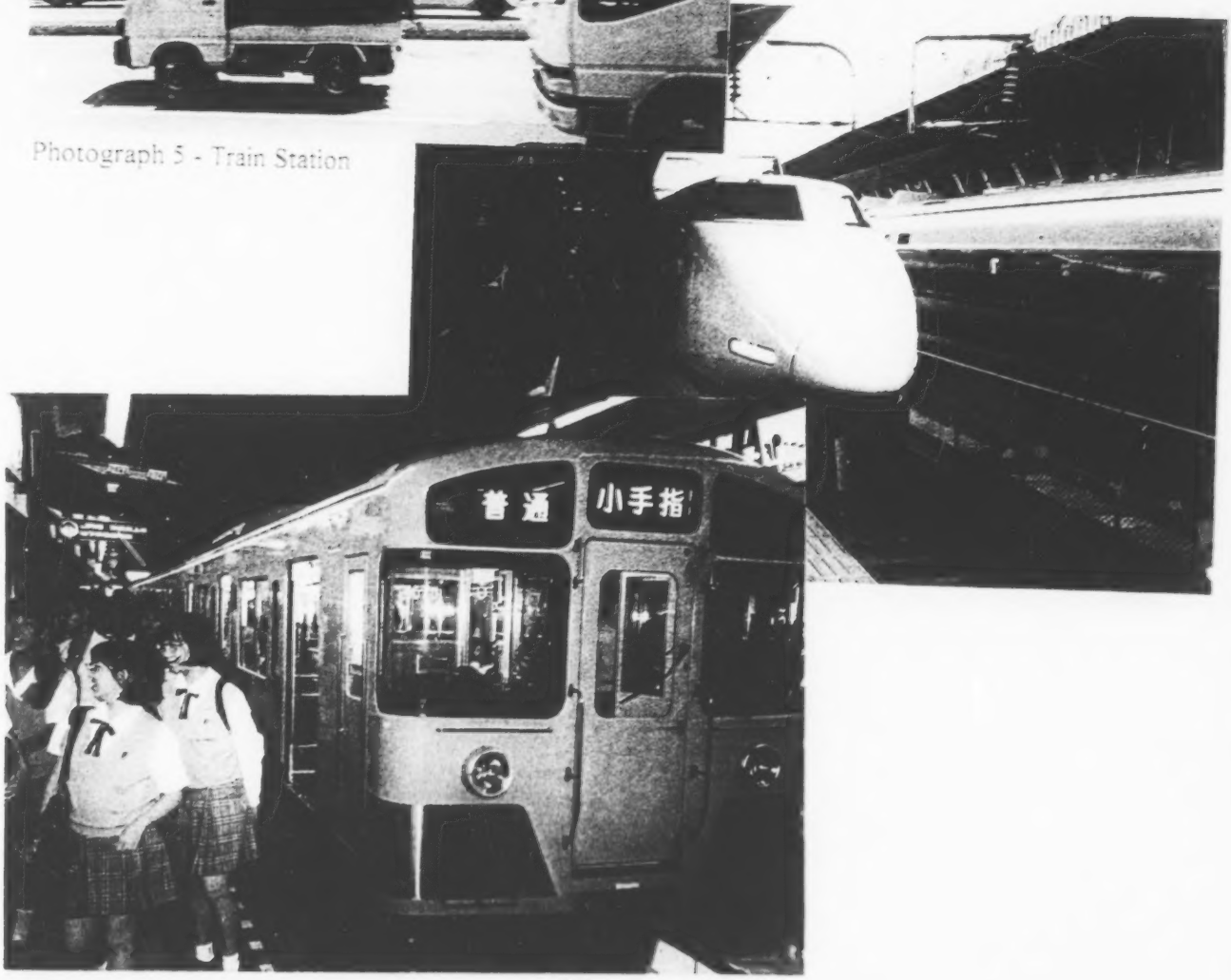


Photograph 2 - Filling Station

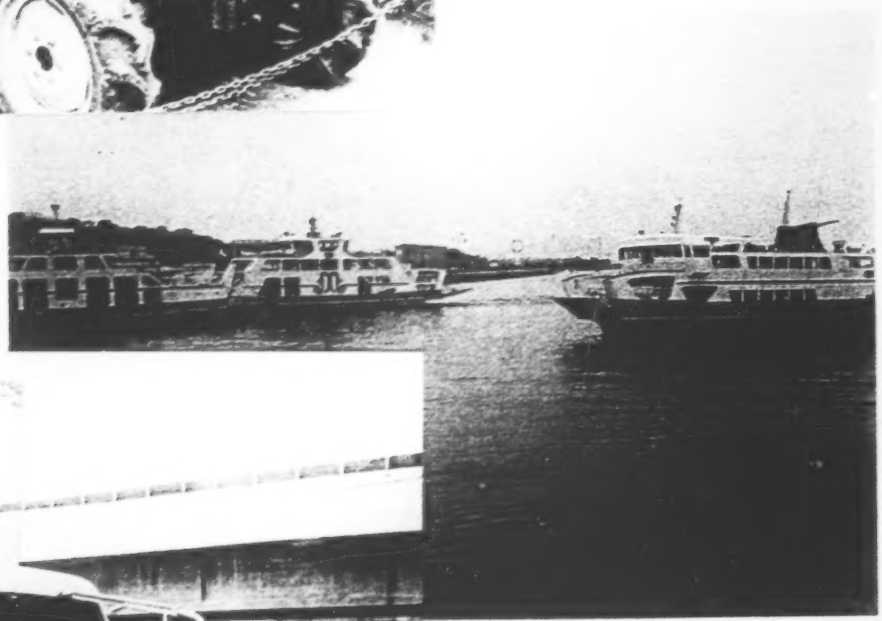
Photograph 3 - Parking Deck

Photograph 4 - Highway Scene

Photograph 5 - Train Station



Photograph 6 - A Tractor



Photograph 7 - Ferry Boats

Photograph 8 - A City Bus

TOPIC 7

JAPAN ON THE GO

Lesson 2
How do children in Japan get to school?

OBJECTIVE

The student will conduct a survey and construct a bar graph to compare methods of transportation utilized when going to school in Japan and in the United States.

MATERIALS AND RESOURCES

- ❑ Worksheet 7.1 "How Japanese Children Get to School"
- ❑ Worksheet 7.2 "How We Get to School"

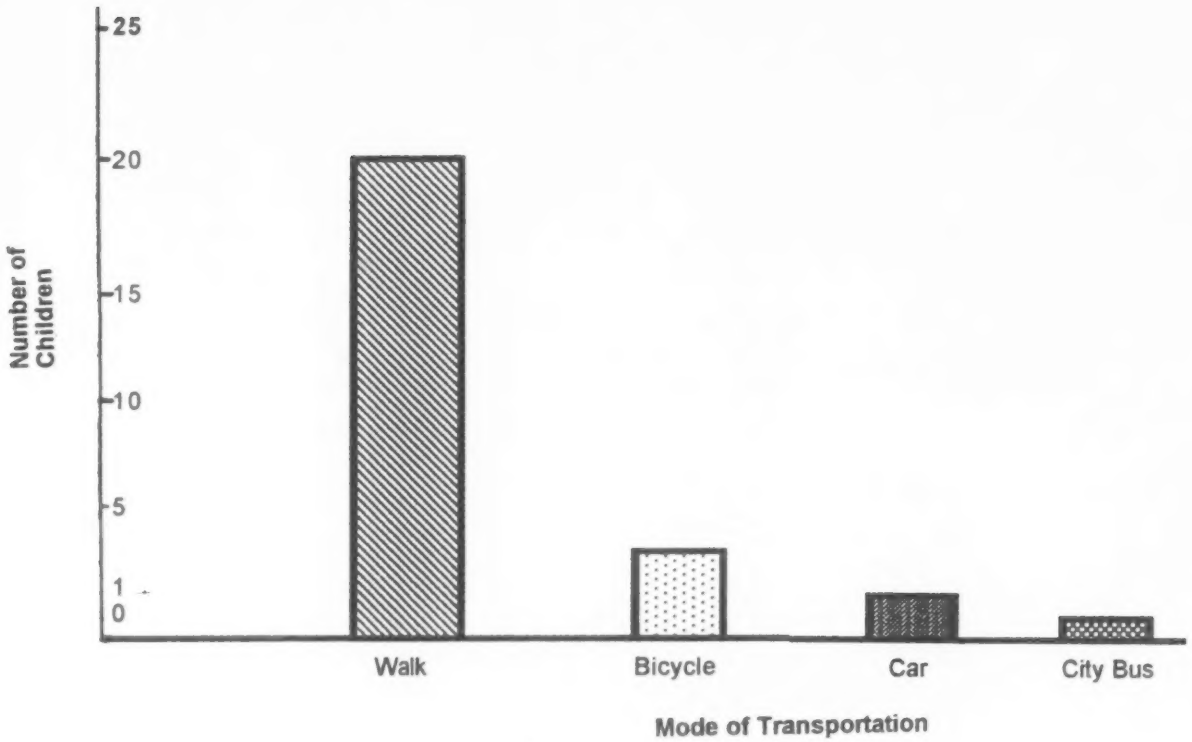
STRATEGIES

Children in Japan enjoy a very safe environment, and neighborhood schools are in evidence. Because children who live in urban areas likely live very near their schools, most children walk to school. It is common to see groups of children walking together to and from school, usually accompanied by an older child or older children. Some children ride bicycles, and only a unique few are driven to school by a parent. Most children learn to take responsibility for younger children in school, and they look out for one another on the way to school. In rural areas, if the school is not within walking distance, children may ride a bus or a bicycle to school. As with urban-dwelling children, a few who live in rural areas may be driven to school in an automobile.

A frequent sight during the hour before school or the hour after school is that of large and small groups of chattering, cheerful primary students making their way to school. They usually are wearing some type of school identification (hat, pin, name badge, t-shirt, or uniform), and all children are wearing backpacks, even the smallest children. Motorcar, bicycle, and pedestrian traffic seems to be watchful of the children, and most children follow careful pedestrian safety rules. For example, there is little horseplay, because children are watching cars and being careful.

Show Teacher Resource 7.2, "How Japanese Children Get to School." Ask students to hypothesize how their own ways of getting to school may compare with those of typical Japanese children. Write children's answers on the board. Help students conduct a survey about how they get to school each morning and how they get home from school each afternoon. Construct a simple bar graph, using Teacher Resource 7.2, "How We Get to School. "After completing the bar graph, compare the two. Ask children to make some generalizations about ways to get to school. You may wish to read, This is the Way We Go to School by Edith Baer (1990) published by Scholastic, Inc., and On the Go by Ann Morris (1990) published by Mulberry Paper Books to compare other children around the world and the ways they get to school.

JAPANESE CHILDREN GET TO SCHOOL



HOW WE GET TO SCHOOL